**Statistics Immigration Project Rubric**

**Name: Class:**

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| --- | --- | --- | --- | --- |
| **Criteria** | **4 - Excels** | **3 – Meets** | **2 – Partially Meets** | **1 – Does not meet** |
| **Content** | Skillfully conveys the plight, journey and life in America of the immigrant group assigned and sustains it throughout the timeline. | Conveys the plight, journey and life in America of the immigrant group assigned including statistics, but may occasionally stray from the topic within the timeline. | Attempts to establish the plight, journey and life in America of the immigrant group assigned, but is not consistent throughout the timeline. | States the plight, journey and life in America of the immigrant group assigned, but lacks development of the topic. |
| **Technical** | Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found. Project consists of speech, music & visual content. | Project runs adequately with minor technical problems. Project consists of speech, music & visual content. | Project runs minimally. There are many technical problems when viewing the project. Project may only consist of 2 of the required technical aspects. | Project does not run satisfactorily. There are too many technical problems to view the project. Project only consists of 1 of the required technical aspects. |
| **Planning and editing process** | Student understands the stages of planning, revising and executing a project successfully. An outline or storyboard is included along with a peer edit and teacher edit. | Student submits a fully developed timeline along with an outline or storyboard along with a peer edit or teacher edit. | Student submits a basic timeline with a limited outline or storyboard along with a peer edit or teacher edit. | Student submits a basic timeline with an outline, storyboard or edit.  It is clear planning was not a priority. |
| **Organization and visual appeal** | Student is well organized and a unique or advanced interface was developed. It is clear that the audience was carefully considered when organizing the project. | Student is well organized and is presented in a sequence that makes sense and uses an effective interface for the user to interact with. | Student follows some basic organization, but improvements could be made in navigation or user interaction could be more effective. | Student organization, sequence or transitions are a clear problem in this project. |
| **MUGS**  **(Mechanics, usage, grammar, spelling)** | No errors in grammar or mechanics. Language is sophisticated and appropriate for the audience. | Minor errors in grammar and mechanics. Errors do not interfere with intended meaning. Language is appropriate for the audience. | Some errors in grammar and mechanics interfere with intended meaning and/or written reflects insufficient proofreading. Language is sometimes appropriate for the audience, but lacks consistency. | Several errors in grammar and mechanics render the written work, reflects a disregard for proofreading/editing. Language is not appropriate for the audience. |
| **Sources, credibility &**  **Works cited** | Source choices reflect a high level of sophistication; strengthen the credibility of the research. Exceed 10 sources. No errors in works cited or in-project citations are evident. | Sources used are relevant, accurate and reliable. Has 10 sources. Works cited is in correct format and few errors are evident. | Some of sources used in paper are relevant, accurate or reliable. Number of sources is not sufficient for project. Some errors in works cited or in-project, sources may be missing or may not match material. | Majority of sources are irrelevant, inaccurate or unreliable. Number of sources is not sufficient for project. Sources are not cited properly or missing. |

Common Core State Standards for Mathematics/Statistics:

Making Inferences and Justifying Conclusions S-IC

Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

Interpreting Categorical and Quantitative Data S-ID

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Common Core State Standards for Writing:

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.
3. Draw evidence from literary or informational texts to support analysis, reflection and research

Maine Learning Results, Guiding Principle:

1. A clear and effective communicator